

2018-2019

EPP Bachelor Performance Report

St Andrews University



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of the Institution

St. Andrews University in Laurinburg, North Carolina, is a four-year, co-educational liberal arts and sciences institution founded in 1958 by the merger of Flora Macdonald University, a four-year University, and Presbyterian Junior University. The 600-acre campus is designed around its own lake and provides the perfect community environment. With both residential and non-residential undergraduate programs, the University serves traditional and non-traditional students from diverse international, ethnic and socio-economic backgrounds. St. Andrews has eight departments and fifteen academic programs offering a major. St. Andrews offers evening and

weekend classes leading to a Bachelor's degree through the St. Andrews, Sandhills Campus Program, which uses the facilities of Sandhills Community College in Pinehurst, North Carolina. Students enrolling in the program must have completed a bachelor's degree, an associate's degree, or a minimum of 60 acceptable semester hours credit.

St. Andrews also has an online program that provides seven degree offerings. That program utilizes a six blocks of eight weeks format. The Teacher Education Department offers the Elementary Education, Special Education and Middle Grades Education (math, science, social studies and English) as program choices for non-traditional students. All classes are online - student teaching is completed in the traditional manner along with the candidates from the other programs in a sixteen week time period. Students in the online program are held to the same expectations as those that are in-seat learners.

The University emphasizes interdisciplinary study and the acquisition and mastery of communication skills, analytical techniques, problem-solving strategies, leadership skills, and creative expression. St. Andrews University is an institution where a sense of community and compassion prevails, where nurturing is a common feature of the educational process, and where all members contribute legitimately to the maintenance of a teaching and learning environment.

In 2011 Webber International University and St. Andrews University received approval to merge the two institutions and St. Andrews became a branch of Webber International. Webber, a pre-professional business education university, and St. Andrews, a liberal arts institution, forged a unique relationship. Because of this merger, future generations of students at both branches of the university would have the benefit of the St. Andrews values of liberal arts education, vocational discernment, critical thinking, and creative problem solving. Both the Webber and St. Andrews campuses recognize the importance of continuing to provide transformational educational experiences for their students. The Webber students may enroll in the online courses leading to a degree in education, but seek a Florida license after completing their coursework.

On April 6, 1927, Grace Knight and Roger Babson founded the University that carries the name of their granddaughter, Camilla Grace Webber. Roger Babson was best known for his

contributions in the areas of economics and finance, which included the establishment of Babson's Reports and authorship of a number of business publications and books. His philanthropic contributions included the formation of several institutions of higher learning and service on a number of corporate boards. Webber was founded as a women's University, with the exclusive purpose of teaching women about business. It was the first school chartered under the educational and charitable laws of the state of Florida as a non-profit organization. Webber will continue to propagate the ideals envisioned by its founders. Built upon a solid legacy of experience and knowledge, Webber will prepare tomorrow's leaders to meet the challenges of the future by instilling a desire for innovative thought and creative accomplishment.

Special Characteristics

The St. Andrews Teacher Education program prepares Learner-Centered Professional Teachers who believe and demonstrate that teachers are the single most important factor outside the home environment in affecting student learning and development. Beyond the fulltime team of faculty members, St. Andrews employs highly qualified adjuncts. The joint team delivers instruction at the highest level of professional and currency of research. The Department of Teacher Education also has support from classroom practitioners in the Sandhills region who serve as consultants for the Teacher Education Program. In addition to teaching professional education courses on the Laurinburg campus, all full-time faculty in the Department of Teacher Education serve as instructors on the Sandhills campus and in the SAonline program. All teacher education majors complete field experiences in classroom settings beginning with introductory courses and continuing through methods courses. Teacher Education students use this opportunity for observation, one-on-one tutoring, and small group instruction. Teacher Candidates complete a fourteen-week student teaching placement in one setting, with the opportunity to observe and teach in classrooms at other levels during the last two weeks. The Department of Education's full-time faculty supervises Teacher Candidates during their student teaching experience.

Program Areas and Levels Offered

St. Andrews University offers degree programs for preparation of teachers in Elementary Education K-6; Physical Education K-12; Middle Grades 6-9 (math, science, social studies and

English language arts; Special Education - Gen Curriculum K-12. These programs are offered for students desiring a professional and rewarding career in education.

Pathways Offered (Place an 'X' under each of the options listed below that your EPP Provides)

Traditional	Lateral Entry	Residency
X		X

Brief description of unit/institutional efforts to promote SBE priorities.

For the 2018-19 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students with disabilities.

All Teacher Education Majors have a set of foundational courses they must take that includes *Education, Culture and Diversity* and *Introduction to the Exceptional Child*. Middle Grades and Special Education majors also take a course titled *Differentiated Instruction*. These classes address a variety of culturally diverse groups of students and specifically students with disabilities. The courses focus on the development of special education in American Schools and follow the legislation that drives both the IDEA and the current ESSA.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students of limited English proficiency.

All Teacher Education Majors have a set of foundational courses they must take that includes *Education, Culture and Diversity* and *Introduction to the Exceptional Child*. Middle Grades and Special Education majors also take a course titled *Differentiated Instruction*. These classes address a variety of culturally diverse groups of students including English Language Learners.

There is specific attention paid to the historical development of education for ELLs through the 1970 *Lau vs Nichols* case and the EEOA memo mandating equal rights. Teacher Education majors learn strategies to address the learning needs of students from non-English Speaking environments and learn about the ESSA Title I and Title III requirements regarding ELL's

The activities offered by the program that are designed to prepare educators to integrate technology effectively into curricula and instruction, including activities consistent with the principals of university design for learning.

One of the initial courses in the programs of study for Teacher Education majors is *Technology for Educators*. It introduces TE majors to basic administrative programs that will be used in the classroom to design and implement effective instruction and manage a classroom in an efficient manner. All classes throughout the programs have assignments that use technology based presentations and activities. A second upper level course is required of all education majors. The *Digital Learning Applications* course focuses on learner based strategies to engage student of all ages in digital learning. The first course focuses on the teacher and the second focus is for the young learner and their engagement in the digital environment across all content areas.

The activities offered by the program that are designed to prepare educators to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

While TE majors learner the basics of software/tools that allow them to analyze data and are taught how to use those tools to collect and analyze data they are actually able to practice this process during upper level methods classes that address the importance of assessment in the design of content specific instruction. This is practiced through course field experience assignments and conversations/engagement with several cooperating teachers in those field experiences throughout program - prior to student teaching. The faculty works with local school districts and DPI consultants to have training on current technology driven assessment tools. It is important that our TE majors know and understand these programs and initiatives before the student teaching semester in order to effectively continue with the classroom structure and programs.

Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.

There is a Fine Arts in the General Classroom course that is part of the core courses for all program areas. The course focuses on Big Ideas, integration, and constructivist approaches to help preservice teacher infuse the arts into all aspects of their teaching. The five arts areas (visual art, music, dance, theater, literature and drama) are explored from both the classical and utilitarian sense. Lesson plans focus on content knowledge from the core content areas of Science, Math, and Social Studies must reflect and integration of arts learning and activities within the instructional design. The Fine Arts in the General Classroom course culminates in a production project integrating the arts through a unit plan and portfolio of lesson activities using a thematic concept. The course leads students through a survey of the history and discipline development timeline. It is not an ‘arts and crafts’ class.

Explain how your program(s) and unit conduct self-study.

We use a matrix to examine our program(s) courses/syllabi in order to insure we address the National Teacher Standards and the State Standards for Teachers. If we are not balanced (referring to standards within courses in a program) then we work together to find ways to balance the standards within the courses and therefore program (s).

Also, using our matrix, we cross check each course. For example, if different professors teach the same course, then we examine assignments for each course. If different assignments for the same course are used to accomplish the same standard, then we use a Department rubric to measure/compare assignments with the assumption they should be comparable. If the assignments are not equitable, the professors work together to correct the deficiency.

The Teacher Preparation Standards and all legislations for EPP’s are infused throughout the program.

Provide a description of field experiences to occur every semester including a full semester in a low performing school prior to student teaching.

Students must complete field experiences in a variety of courses in their program area. Hours spent for field experience in those courses range from 10 hours per course (beginning of

program) to 20 hours per course (semester prior to student teaching). Students average 40 hours a semester in field experience observations and activities. SAU makes sure that the students are placed in a variety of settings. All field experiences sessions are for the full semester. They rotate to several schools in the district so that they have a wide range of experiences including low-performing schools. Records are kept regarding the placement of students in field experience settings so that each student will be intentionally placed in a low performance setting within a service district (LEA) prior to their clinical student teaching experience.

How will student teaching be scheduled to allow experiences to occur at both the beginning and end of the school year?

Prior to the fall semester of student teaching, students will be required to complete a two week practicum at a pre-approved school to help proctor EOG's and volunteer for end of year activities. They will present their activities in the initial seminar days prior to beginning their formal student teaching session. Those that participate in the spring semester student teaching session will have a two week fall practicum. This will be in conjunction with the start-up of the LEA calendar and designation of a cooperating teacher that they will work with in the spring session. This will be in addition to course based field experience assignment (which are generally assigned following the mid-term point of a course).

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	LEA's: Scotland, Hoke, Lee, Moore, Richmond, Anson, Robeson, Montgomery, Chatham, Davidson and Rockingham
Start and End Dates	Agreements begin on August 1 and end on July 31 of each academic year.

Priorities Identified in Collaboration with LEAs/Schools	School districts need more teachers. They particularly want well trained and proficient teachers from their own area (also known as 'home-grown'). The state legislation to provide funding for teacher assistants helps address this need. Another priority is to provide training for teachers in the Residency License process through coursework, mentoring and tutorials for licensure tests. The Teacher Education program at St. Andrews is reading and writing intensive with a strong focus on professionalism and disposition. We rely on the partnership with school principals and cooperating teachers to help mold and guide all our teacher candidates toward scholarship as well as practice. Each course related field experience has disposition forms that cooperating teachers complete to help with that process. The TE Department Chair and Licensure Office participates in the regional PANC meetings. This relationship forges a greater partnership to know what the schools need and how the EPP can help meet those needs.
Number of Participants	Currently SAU have 3 TA's engaged in the scholarship program provided by the LEA's via state funds. Numbers will increase as the LEA selects TA's to receive the scholarships. We have an average of 70 students in the schools each semester as part of the course based field experiences. Also, SAU has between 10 and 20 student teachers in the schools each fall and spring semester.
Activities and/or Programs Implemented to Address the Priorities	SAU works with school districts to provide coursework for persons seeking license through the Residency program. Through conversation and analysis of transcripts a program of study is devised to ensure these in-coming professional educators are well versed in the theory and practices of classroom management and content presentation. We also work with TA's that seek to become teachers and help them complete the degree program in a timely manner. The LEA will provide opportunities for pre-service teachers to gain real world experience with in the schools. The university will work with new teachers of 1-3 yrs. experience as needed to increase skills or provide mentorship and support. Offer professional development suggestions and request suggestions from teachers.
Summary of the Outcome of the Activities and/or Programs	The outcome for these priorities will be more qualified teachers in classrooms within the partnering districts. It will also increase the level of partnership and trust between the LEA and EPP. The ultimate goal is for NC students to have optimal learning experiences throughout their PK-12 tenure.

II. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the Educator Prep Program

Gender	Number
Male	3
Female	21
Race/Ethnicity	Number
Hispanic / Latino	2
Asian	0
African-American	1

American Indian / Alaskan Native	0
Native Hawaiian / Pacific Islander	0
White	21
Multi-Racial	0
Student does not wish to provide	0

B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time				
	Male		Female	
Undergraduate	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	1
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	3	White	18
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	3	Total	19
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	1

Part-Time				
	Male		Female	
Undergraduate	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	1
	Multi-Racial		Multi-Racial	

	Not Provided		Not Provided	
	Total	-	Total	1
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Residency	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

C. Program Completers and Licensed Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Residency	
	PC	LC	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license						
LC Completed program and applied for license						
Prekindergarten						
Elementary	5					
MG	2	1				
Secondary						
Special Subjects	2					
EC		1				
VocEd						
Special Services						
Total	9	2	0	0	0	0

D. Undergraduate program completers in NC Schools within one year of program completion.

2017-2018		Student Teachers	Percent Licensed	Percent Employed
Bachelor	StAndrews	2	*	*

Bachelor	State	3,186	85	67
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E. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2018-2019.

LEA	Number of Teachers
Moore County Schools	69
Lee County Schools	36
Scotland County Schools	29
Montgomery County Schools	26
Richmond County Schools	17
Wake County Schools	13
Hoke County Schools	12
Public Schools of Robeson County	11
Cumberland County Schools	10
Union County Public Schools	10

F. Quality of students admitted to programs during report year.

Measure	Baccalaureate
MEAN SAT Total	N/A
MEAN SAT-Math	N/A
MEAN SAT-Verbal	N/A
MEAN ACT Composite	*
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN CORE-Combined	497.09
MEAN CORE-Reading	N/A
MEAN CORE-Writing	N/A
MEAN CORE-Math	N/A
MEAN GPA	3.50
Comment or Explanation:	
* Less than five scores reported	

G. Scores of student teachers on professional and content area examinations.

Specialty Area/Professional Knowledge	2015-2016 Graduate Cohort Licensure Pass Rate after Three Years							
	Total Completers	2015-16 Completers Employed 2016-17	16-17 Takers	16-17 Percent Passing	17-18 Takers	17-18 Percent Passing	18-19 Takers	18-19 Percent Passing
Elementary (grades K-6)	13	9	8	63	8	63	9	67
M.G. Language Arts	1							
Physical Education	1	1						
Spec Ed: General Curriculum	1							

Institution Summary	16	10	8	63	8	63	9	67
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed. **Calculation is made off graduates from the 15-16 school year that became employed in a North Carolina public or charter school for the 16-17 school year.								

H. Time from admission into professional teacher education program until program completion

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree		X				
U Licensure Only		X				
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree				X		
U Licensure Only				X		
Residency						
	1 semester	2 semesters	3 semesters	4 semesters	5 semesters	6 semesters
Residency						
Comment or Explanation:						

I. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
3	3	4

J. Field Supervisors to Students Ratio (include both internships and residencies)

K. Teacher Effectiveness

Institution: St. Andrews Presbyterian University
Teacher Effectiveness
This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Education Value-Added Assessment System (EVAAS) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” Effective 2010–2011, at the end of their third year beginning teachers

must be rated “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for educator effectiveness. Possible student growth ratings include “does not meet expected growth”, “meets expected growth”, and “exceeds expected growth.” Additional information about the NCEES and EVAAS is available at <https://dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model>.

*Sample Size represents the number of teachers that obtained educator effectiveness data during the 2018-19 school year.

*Blank cells represent no data available

*Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A.

Standard One: Teachers Demonstrate Leadership							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:			62.5%	37.5%		16	N/A
State Level:	0.1%	3.6%	70.7%	24.6%	1.1%	8,496	808
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:			50.0%	50.0%		16	N/A
State Level:	0.1%	3.5%	63.1%	31.9%	1.4%	8,427	877
Standard Three: Teachers Know the Content They Teach							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:			68.8%	31.3%		16	N/A
State Level:	~0.0%	5.0%	74.5%	19.6%	0.8%	8,427	877
Standard Four: Teachers Facilitate Learning for Their Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:			50.0%	50.0%		16	N/A
State Level:	~0.0%	5.4%	69.9%	24.0%	0.5%	8,496	808
Standard Five: Teachers Reflect on Their Practice							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:			68.8%	31.3%		16	N/A
State Level:	~0.0%	4.1%	72.9%	21.9%	1.0%	8,427	877
Student Growth: Teachers Contribute to the Academic Success of Students							
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Missing		

Inst. Level:	N/A	61.5%	N/A	13	N/A	
State Level:	22.0%	64.7%	13.0%	6,228	3,076	